



Welcome to Today's Webinar!

**School Climate Series:
Addressing Risk Behavior through
Positive Youth Development
Strategies**

This event will start at 11:00 am EDT.



Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar



Audio Information
Dial (800) 857-9648
Conference ID: 8725052

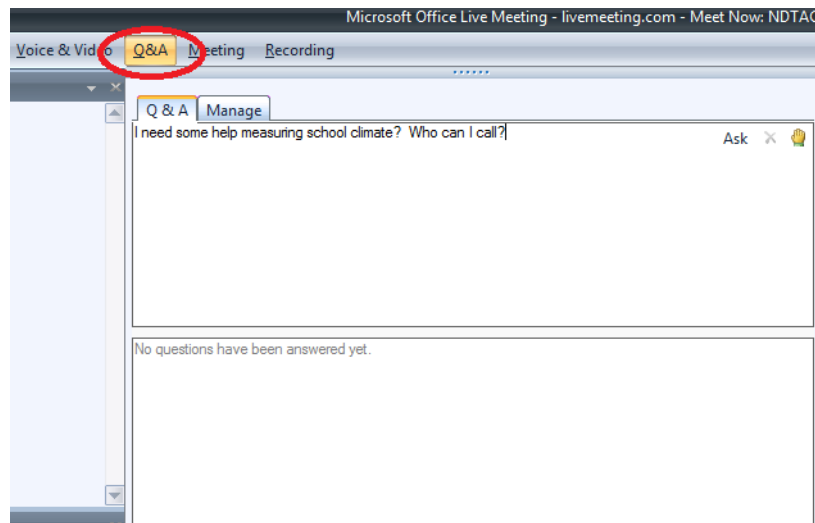
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Questions, Event Evaluation & Contact Information



Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Evaluation



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Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

*1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar,
please contact the Safe and Supportive Technical
Assistance Center at sssta@air.org.



The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.
 - Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
 - Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.
- * The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.

Safe and Supportive Schools Website



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Springboard

Roles

- School/District Administrators
- Teachers
- School Support Staff
- State Administrators
- Community & Family

Topics

- Engagement
- Environment
- Safety
- School Climate Measurement



FY2010 Safe and Supportive Schools Grantees

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

School Climate Webinar Series: Addressing Risk Behavior through Positive Youth Development Strategies [View Events](#)

April 13, 4:00 pm – 5:30 pm ET
April 14, 11:00 am – 12:30 pm ET
[Learn More](#)

Survey Webinar Series: Survey Administration

April 27, 4:00 pm – 5:30 pm ET
April 28, 11:00 am – 12:30 pm ET
[Learn More](#)

Research

Healthy People 2010 has been updated. [Learn More](#)

2009 National Survey on Drug Use and Health (NSDUH) data and reports have been released. [Learn More](#)

News Clips

April 01, 2011

New Books, Apps Teach Kids About Their Emotions
USA Today

Magination Press, the American Psychological Association's children's book imprint, has released a

State in Focus

Arizona

On March 29 and April 13, 2011, the Arizona Department of Education will be holding workshops to explore principles of prevention and facets of the SSS grant. For more information, go [here](#).



Desk of Asst. Deputy Secretary

A Moment of Instant Gratification
April 07, 2011



Instant gratification is not usually a big part of my day as a federal bureaucrat. But on March 10, 2011, I got to experience it. March 10 was the White House Conference on Bullying Prevention. It was an amazing day. I sat in the Blue Room of



Addressing Risk Behavior through Positive Youth Development Strategies

Peter C. Scales, Ph.D., Senior Research Fellow, Search Institute
Clay Roberts, M. S., Senior Trainer, Vision Training Associates



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Polling Question #1



Which of the following best describes your current role?

- ☐ State Education Personnel
- ☐ District or School Administrator
- ☐ Teacher or School Support Staff
- ☐ Community or Family Representative
- ☐ Student
- ☐ Researcher
- ☐ Other



Polling Question #2



Which of the following best describes the primary reason you chose to participate in today's session?

- ☐ You are building understanding of Positive Youth Development (PYD) research and the role it plays in the education context.
- ☐ You are gathering practical information and strategies on PYD you'll be teaching to, or sharing with, colleagues or subordinates.
- ☐ You are interested in gaining new skills and strategies, based on PYD research, for your own professional use.
- ☐ All of the above



Relation of Positive Youth Development to School Success



Positive Youth Development (PYD) strategies help simultaneously to

- Reduce risk behaviors
- Promote thriving
- Stimulate school success

By building positive

- Relationships
- Opportunities
- Skills
- Values
- Self-perceptions



Objectives



1 Describe Positive Youth Development Approaches

2 Explain the research on how Positive Youth Development works to promote school success

3 Provide examples of concrete strategies educators can use to help students achieve at higher levels through fostering positive developmental experiences

Positive Youth Development Approaches



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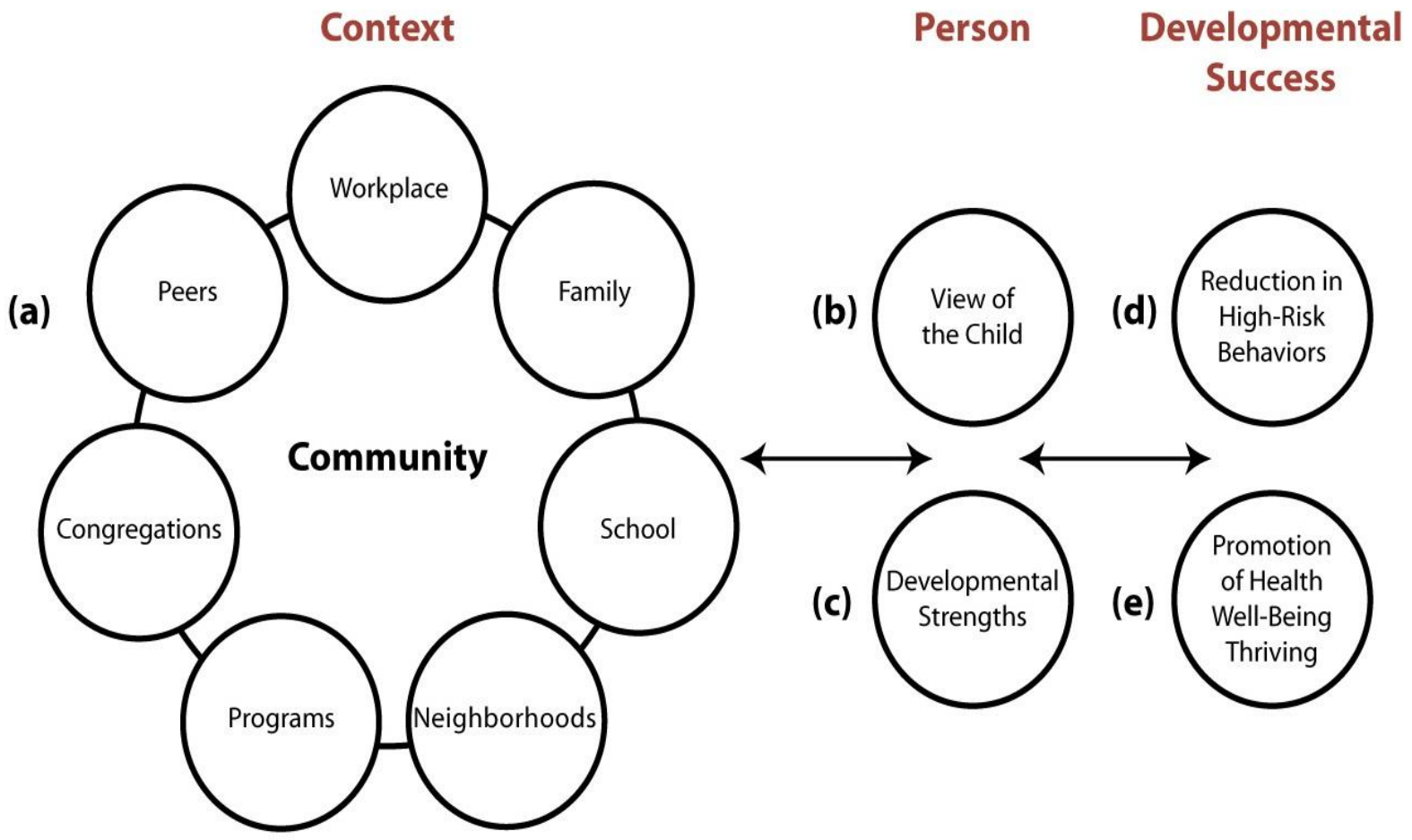


School success = Fostering

- High achievement
- Equity in achievement
- Key “qualities of mind”
- Healthy development
- Citizenship



Core Positive Youth Development Constructs



Five Vocabularies of Positive Youth Development



Model	Contexts	Person	Developmental Success
America's Promise – the Alliance for Youth (The Five Promises)	Caring Adults Opportunities to Serve Safe Places, Healthy Start Effective Education		Marketable Skills
Communities that Care/ Social Development Research Group (Protective Factors)	Family School Community	Competence Self-efficacy Pro-social norms	Range of thriving and risk reduction including: School success; Self-control ATOD use; Violence
Forum for Youth Investment (the Five C's)	Connection	Character Competence Confidence	Caring/Compassion
National Research Council (Personal and Social Assets)	Relationships, Belonging, Social Norms, Mattering, Skill-building	Personal and Social Assets	Avoid risk behaviors Acquire positive attitudes, competencies, values, social connections
Search Institute (Developmental Assets)	External Assets: Support Empowerment Boundaries and Expectations Constructive Use of Time	Internal Assets: Commitment to Learning Positive Values Social Competencies Positive Identity	Thriving Indicators: Helps others; Overcomes adversity Exhibits leadership; Values diversity Maintains good health Delays gratification Succeeds in school; Resists danger



Polling Question #3



Which of the frameworks just discussed is most familiar to the educators in the school(s) you serve/work?

- ☐ America's Promise-The Alliance for Youth
- ☐ Communities That Care
- ☐ Forum for Youth Investment
- ☐ National Research Council
- ☐ Search Institute
- ☐ Other

What Do PYD Strategies Do?



PYD Strategies

- Build positive relationships
- Provide opportunities
- Develop skills
- Promote positive values
- Shape positive self-perceptions

PYD accomplishes these by enhancing a range of “nutrients” or strengths in young people’s lives.



Research on How Positive Youth Development Promotes School Success



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What Research Says About PYD



The growing research on developmental nutrients supports the hypotheses central to the theory of Positive Youth Development

- Nutrients have cumulative effect (“vertical pile-up”)
- Contexts can be changed
- Contexts have cumulative effects (“horizontal pile-up”)
- Youth and contexts (e.g., students and schools) influence each other
- Clusters of specific nutrients matter for specific outcomes



What is the Cumulative or “Pile-Up” Effect?



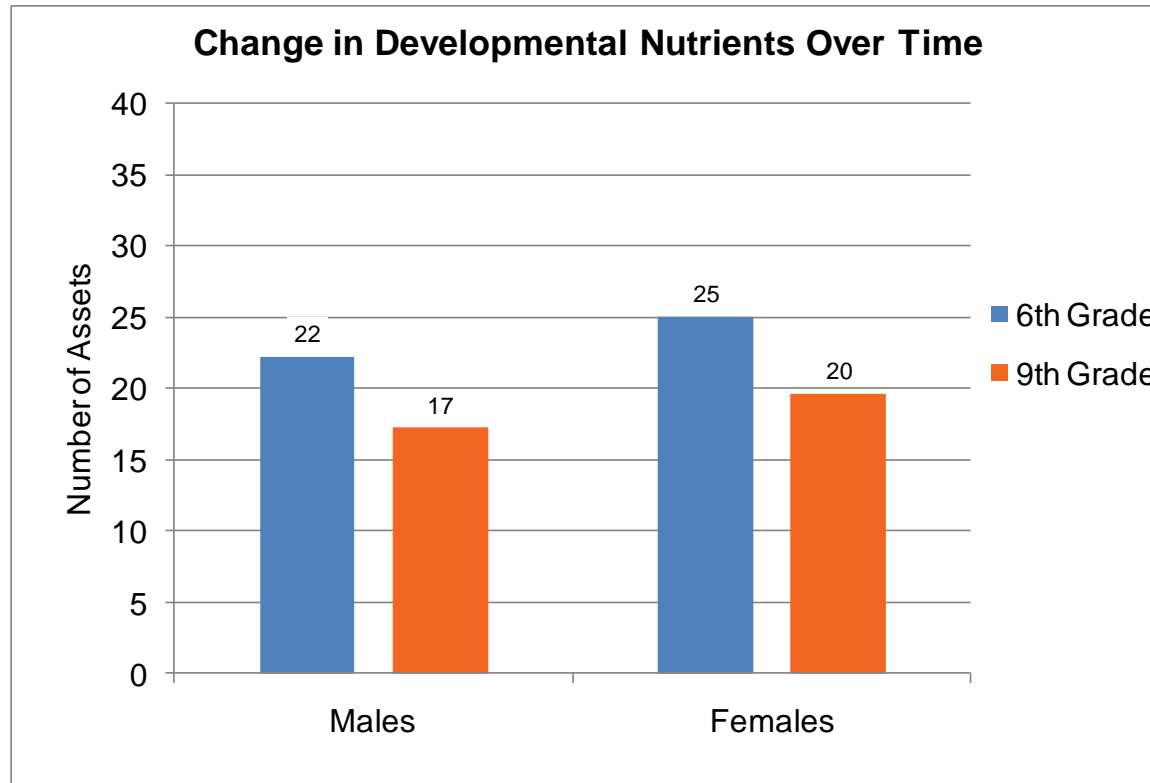
A common characteristic of different PYD frameworks is the intention to simultaneously affect multiple aspects of students' lives—to promote a “pile-up” effect of such developmental nutrients.

These affects occur because:

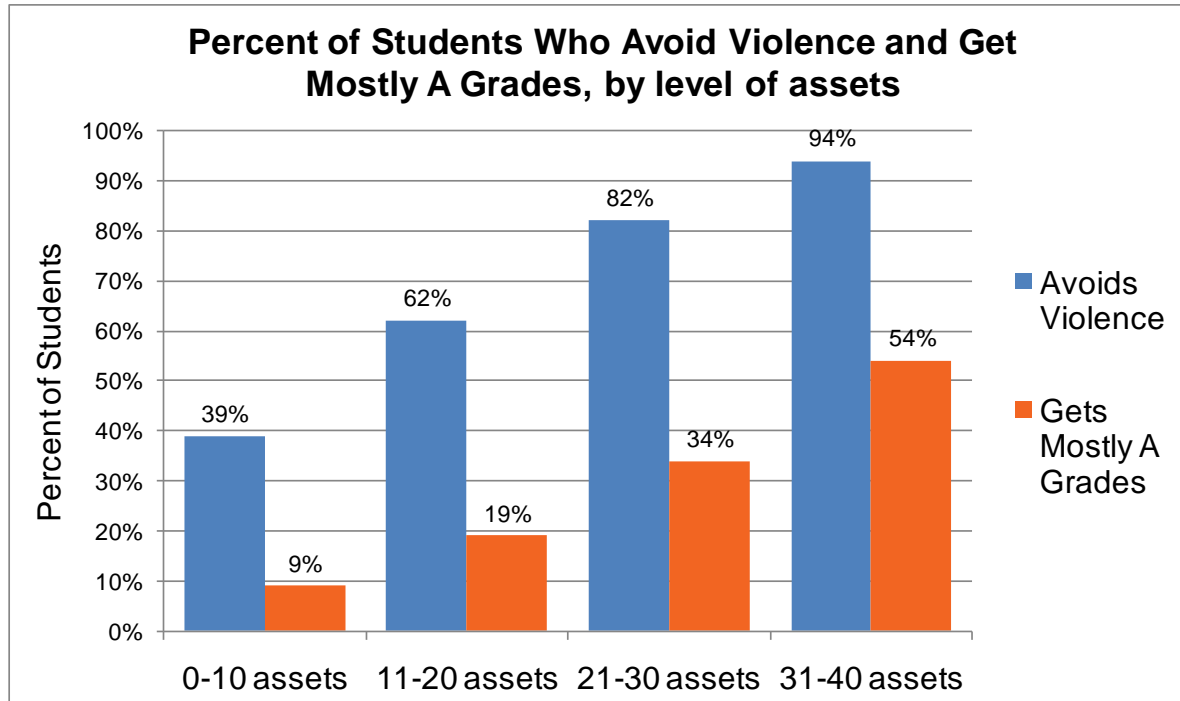
- Nutrients are promoted in multiple contexts—family, school, community, and the peer group.
- They have interactive effects, reflecting the intertwined nature of the physical, cognitive, social-emotional, moral, and spiritual dimensions of child and youth development.



Decrease in Developmental Nutrients Over Time Is Typical



Power of Developmental Strengths to Protect and Promote





PYD = Human development as a core achievement strategy

- Changing mindsets to emphasize potential, exploration, growth, and mastery
- Emphasizing “malleability of intelligence through effort” (Eccles & Roeser, 2011)



Interest & Motivation





CARE + CHALLENGE = SCHOOL SUCCESS

- Students are more likely to succeed academically if they consistently experience both care (which includes safety and support) and challenge (another aspect of support) in their schools.
- Great schools are safe AND supportive. As Cities in Schools eloquently coined it decades ago, *Kids don't care what you know until they know that you care.*



Foundations for Care & Challenge: Resilience, Ecology/Community, Developmental Systems



- George Albee, Urie Bronfenbrenner, Michael Rutter, Norm Garmezy, Ann Masten, James Comer, Emmy Werner, Ruth Smith, Seymour Sarason, Richard Lerner

- Bonnie Benard's synthesis of protective factors in schools:
 - Establish authentic caring relationships
 - Communicate appropriate messages of high expectations
 - Provide meaningful opportunities for participation and contribution

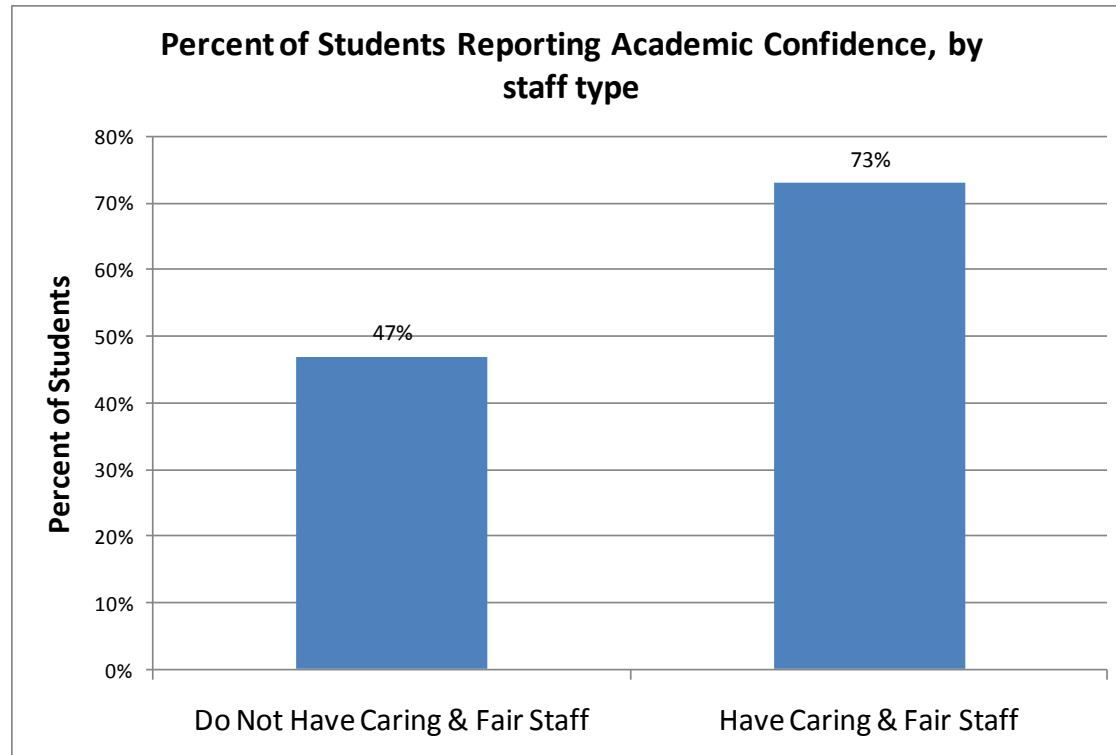




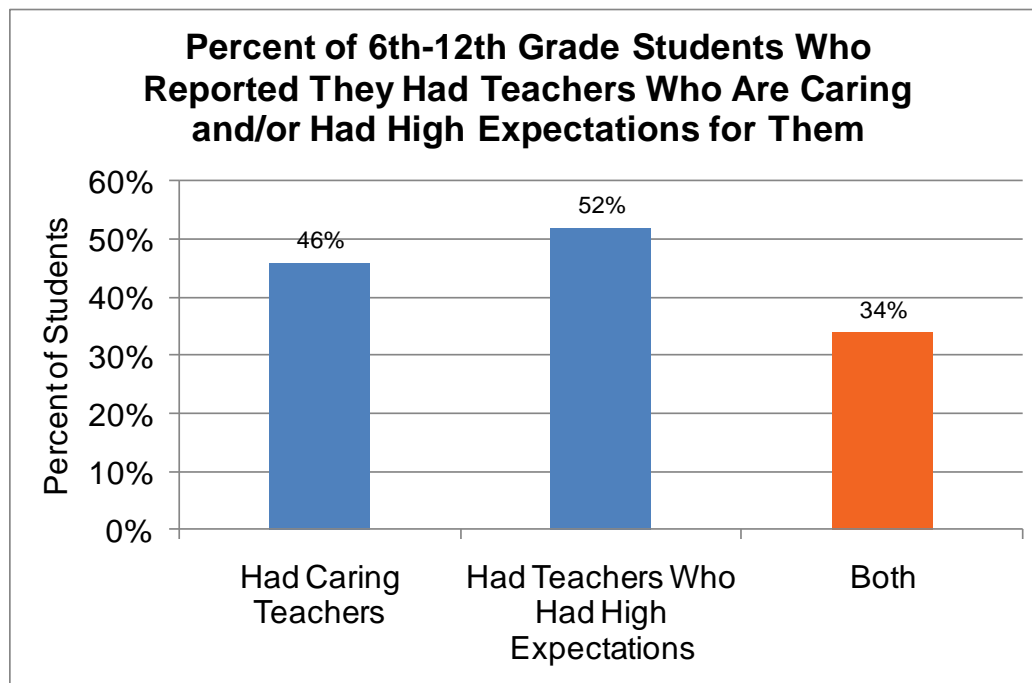
Being a **nurturing school does not conflict with being an **intellectually challenging** school.**



Caring and Fair Staff & Academic Confidence



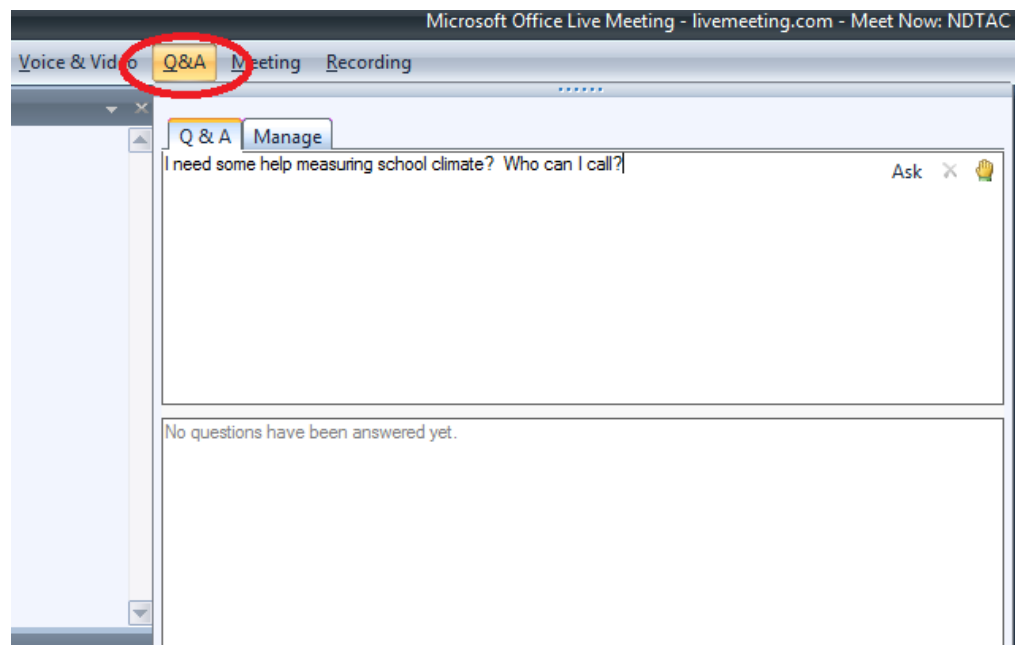
Care and Challenge in Short Supply



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



How PYD Contributes to School Success



Safe and Supportive Conditions for Learning



Positive Self-Perceptions, Values & Skills



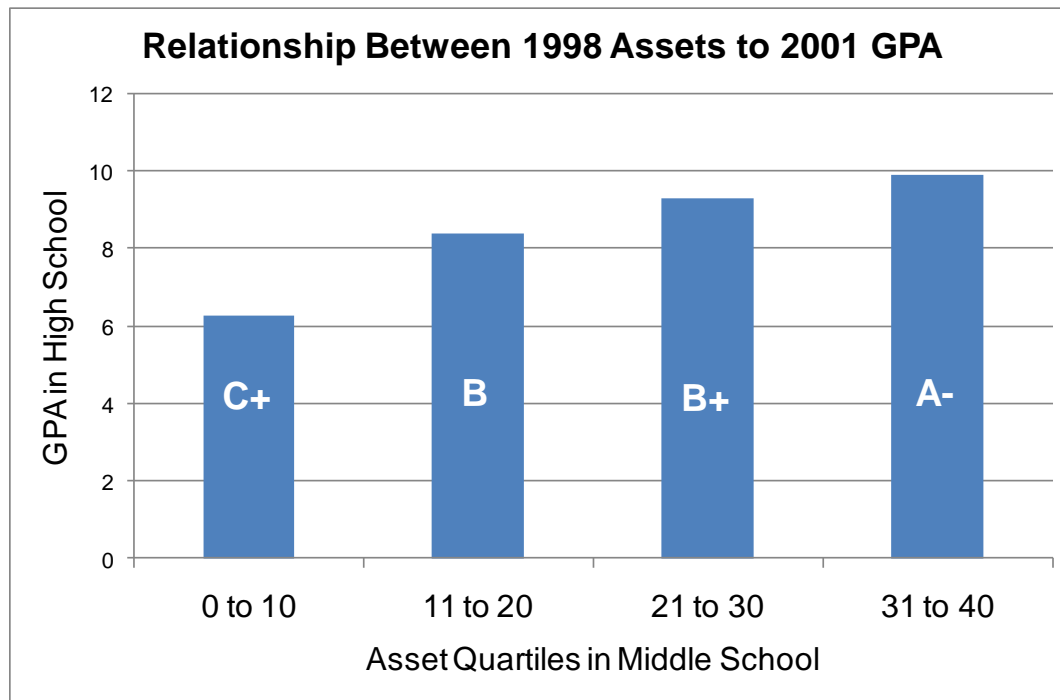
Mastery Goals and Efforts



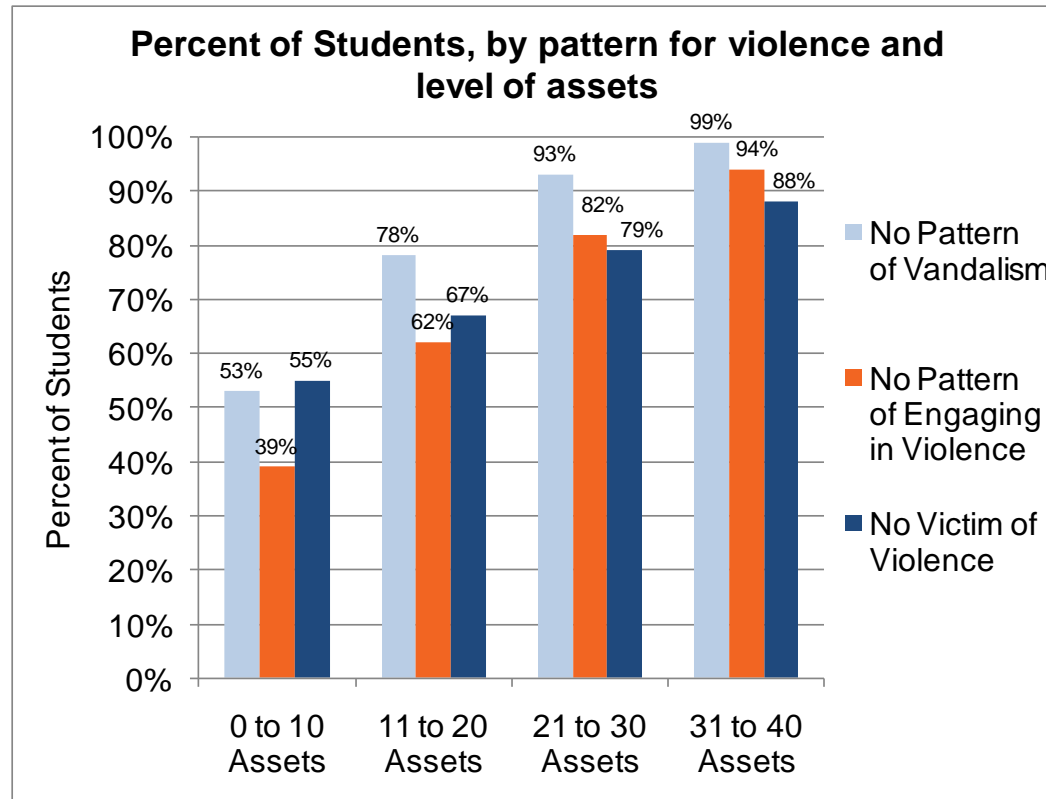
School Success



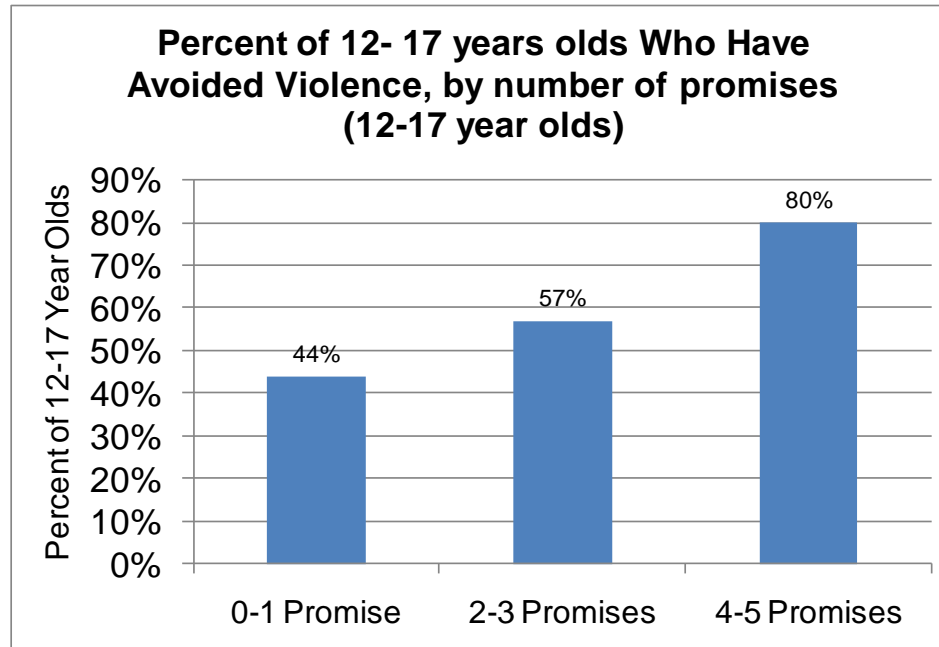
Middle School Asset Levels Predict High School GPA



More Developmental Nutrients, Less Anti-Social Behavior and Victimization



More Promises, Less Violence



PYD and Equity in School Success



- Developmental nutrients “work” for diverse students
- Developmental nutrients can help reduce achievement gaps



The Big Picture: How PYD Strategies Promote School Success



Caring & Challenging School Climate



These are among the developmental nutrients that help define a caring and challenging school climate, and that are regularly found to be related to academic success.

- Caring school climate
- Parent involvement in schooling
- Service to others
- Reading for pleasure
- High expectations from parents and teachers
- High quality after-school programs





Safe and Supportive Conditions for Learning

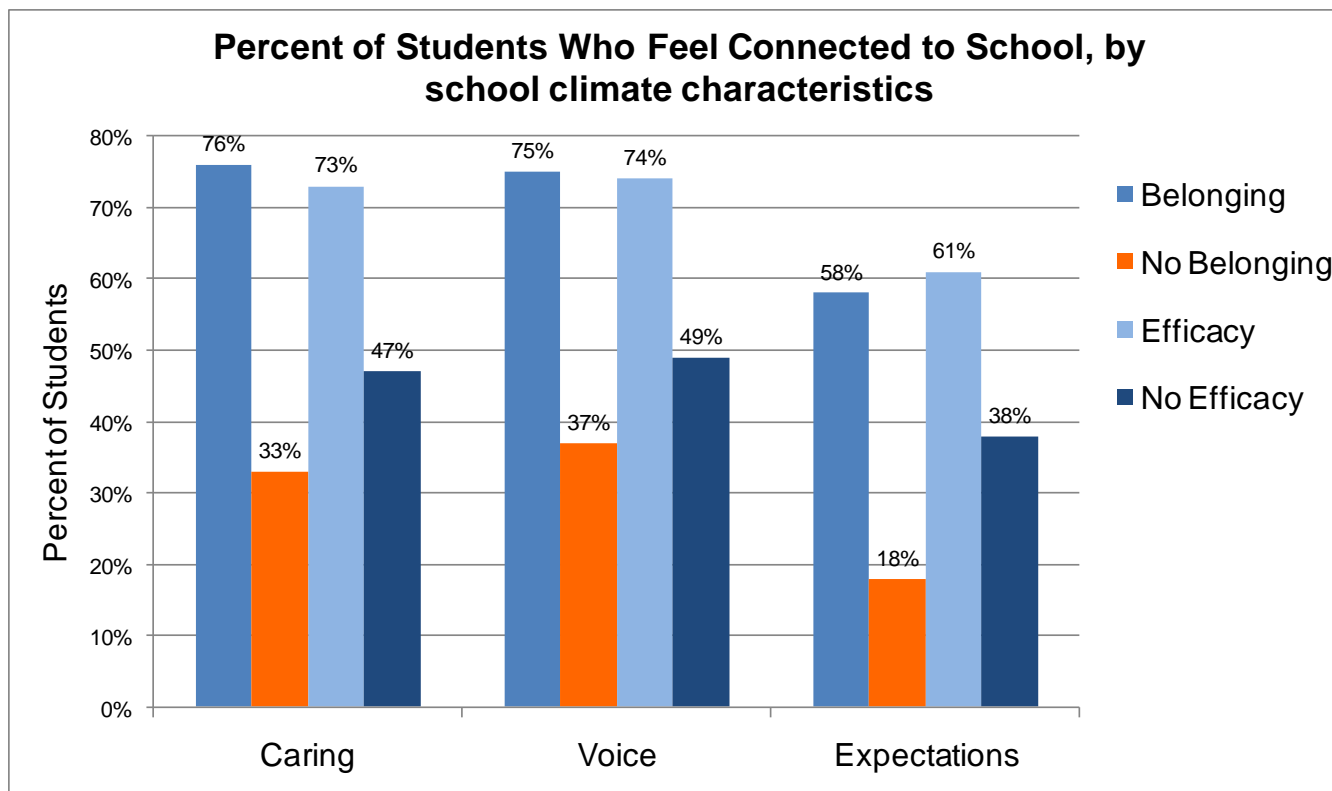


Positive Self-Perceptions, Values & Skills

- Sense of belonging/School bonding
- Student competency beliefs (academic self-efficacy)
- Achievement motivation
- Student self-control



The Link Between Caring, Expectations, and Opportunities to Contribute, and School Success



How Schools Can Build a Sense of Belonging and Connectedness

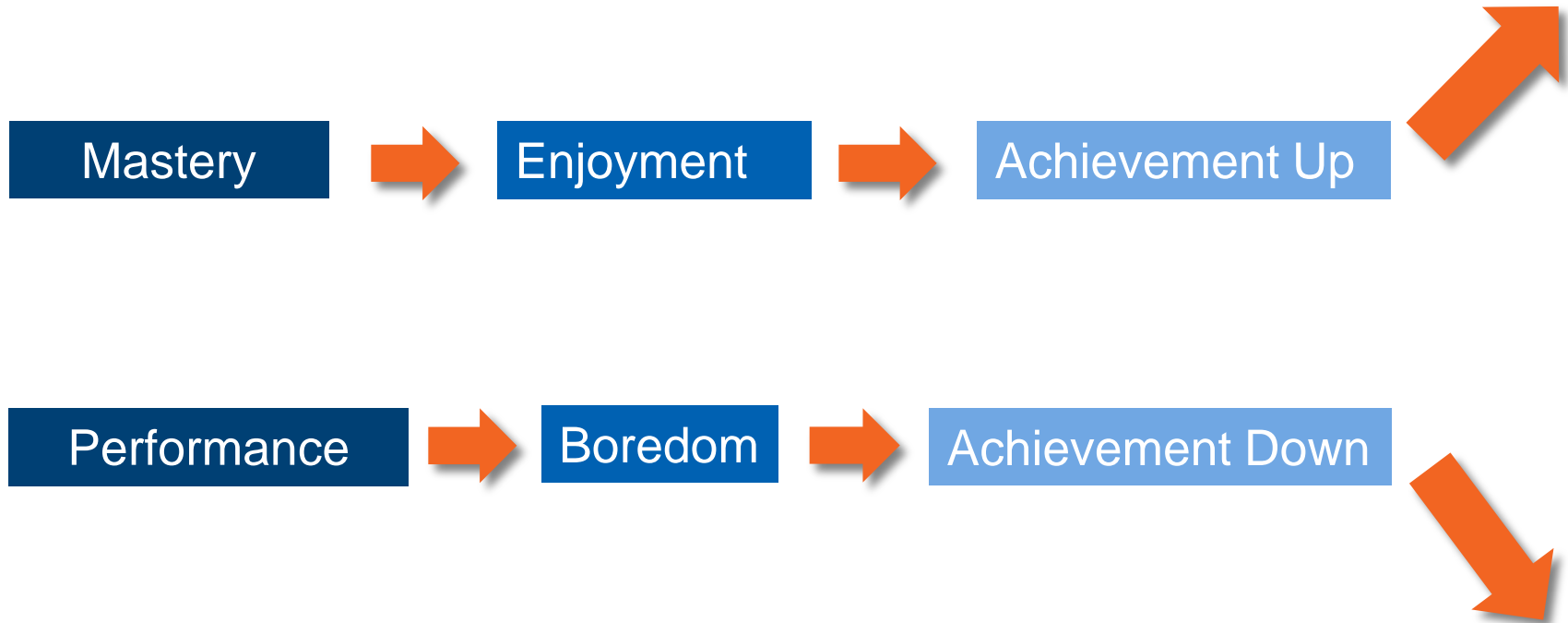


The **SAFE** Approach to Building Social Skills and Connectedness

- **S**equence activities
- **A**ctive learning
- **F**ocus on skills
- **E**xplicit learning goals



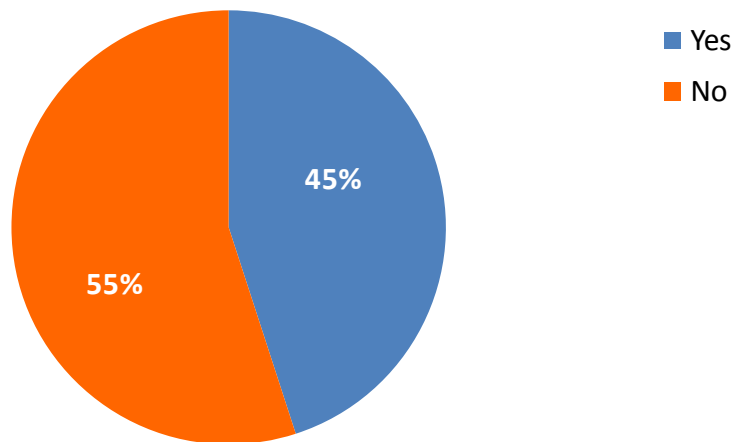
Effects of Mastery and Performance Emphases on Achievement



Mastery Goals and Efforts



**Percent of Students Working Up to Their Ability
Very Often**



- School engagement
- Active learning
- Positive orientation to schoolwork
- Effort
- Mastery goals



A High PYD School is a Great Place to Work As Well As Learn



PYD Schools



**High Job Satisfaction &
Teacher Retention**

No Silver Bullet

- Curriculum & instruction
- School organization
- Co-curricular programs
- Support services
- Community partnerships



Summary: How Developmental Strengths are Built in Schools



- PYD in schools starts with a caring and challenging climate...
- That helps students develop positive self-perceptions, values, and skills...
- They then engage more effectively in learning through developing mastery goals and exerting greater effort...
- Which leads to school success outcomes.

All of this requires building strengths in the school, in families, and in the community.



Polling Question #4



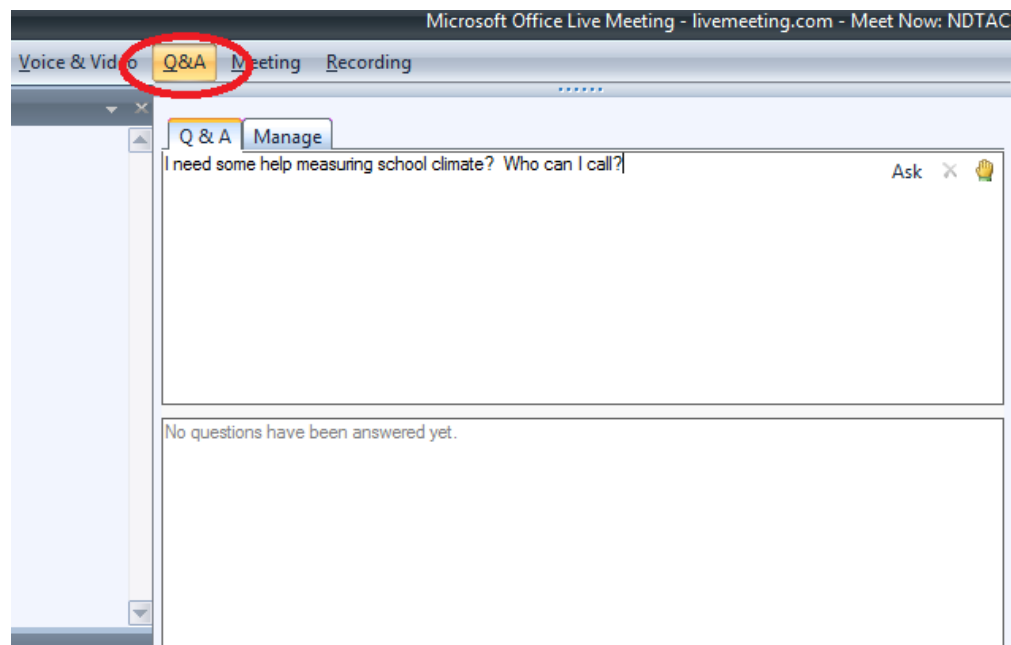
When you think about the students you know, how much do you see these kinds of developmental strengths being key to how they're doing in school?

- ☐ A lot
- ☐ Some
- ☐ A little
- ☐ None

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Strategies to Help Students Achieve Academically with PYD



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The Five Key Elements of Positive Youth Development



1 Build Positive Relationships

2 Provide Opportunities

3 Sharpen Skills

4 Promote Positive Values

5 Shape Positive Self Perception





Build Positive Relationships



There are Levels of Relationships



Level 1 - Inviting a relationship

- Basic positive social interaction

Level 2 - Nurturing the relationship

- Taking a personal interest
- Demonstrating respect and empathy
- Understanding needs
- Treating students fairly
- Identifying and encouraging gifts and talents

Level 3 - Leveraging the relationship

- Challenging them
- Mentoring them
- Maintaining contact



Expressing Care – Love Languages



- **Nonverbal messages**

- A smile, a nod, a thumbs up, a high five, pat on the back

- **Affirming people**

- Verbally and in writing

- **Giving your time**

- **Going beyond people's expectations**

- A gift, a card, attending their performance, helping with a problem

- **Telling people you care**

- About them as a person and about their academic success

- **Using humor and “playing together”**





Provide Opportunities



Creating Opportunities for Positive Youth Development



- Within the classroom
- Within the school
- Within the community
- Within their families



Guiding Principles for Creating Opportunities



- Opportunities need to be authentic, not token and meet real needs.
- Young people need to have some control and a say in directing these opportunities.
- The opportunity needs to involve significant action and effort on the part of young people.
- Opportunities should include young people using higher level thinking and skills.
- Reflection and mining meaning from the experience is essential.
- Rewarding, recognizing good work and reinforcing people's commitment and service to others is an important part of this process.





Sharpen Skills



Categories of Skills



- Physical Skills
- Academic Skills
- Social Skills



Steps in Teaching Skills



- Motivation
- Breaking the skill into teachable steps
- Modeling
- Explaining
- Practice
- Feedback
- Transferability
- Customization



Resisting Peer Pressure



- Ask questions
“What are we going to do?”
- Name the trouble
“That’s”
- Identify consequences
“If I do that”
- Suggest an alternative
“So why don’t we”
- Leave, but leave the door open
“If you change your mind”





Promote Positive Values



Strategies for Teaching Values



- Modeling Positive Values
- Telling Powerful Stories
- Creating a Value Rich Environment
- Touching Student's Hearts and Heads
- Putting Values into Action



How to Develop Positive Values



- Tell the stories.
- Help young people find the stories, in their own culture and their own community, and let them tell their stories.
- Help them to become the story.





Shape Positive Self Perception



Strategies for Improving Young People's Self Perception



- Communicating with consistency, redundancy and in a variety of ways that they are lovable and capable.
- Providing opportunities to do great things, developing the skills so they will succeed and providing rewards for their good work.
- Helping them find their spark or sense of purpose.



Sparks



- Young people understand the concept.
- The majority can describe their spark.
- Sparks are not learned they come from within.
- The hallmark of a spark is not happiness or pleasure, it's passion.
- It is important to share and model your spark.



Key Questions



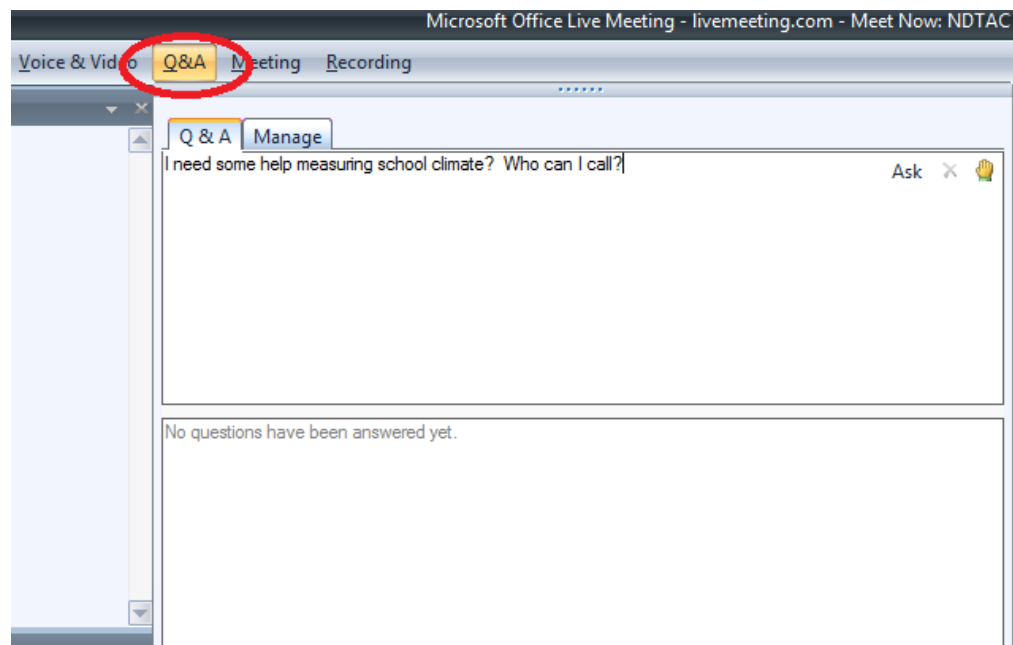
- What is your spark?
- When did you first know it and how did you know it?
- Who nurtures your spark? How do they nurture and support your spark?
- How can I support you pursuing your spark?



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Upcoming Webinars



- **School Based Climate Teams (Part 1)**
May 11, 2011 4:00 pm – 5:30 pm ET
May 12, 2011 11:00 – 12:30 pm ET

- **Analysis of Survey Data**
May 25, 2011 4:00 pm – 5:30 pm ET
May 26, 2011 11:00 – 12:30 pm ET

- **Violence Prevention**
June 8, 2011 4:00 pm – 5:30 pm ET
June 9, 2011 11:00 – 12:30 pm ET

Upcoming Webinars (Continued)



- **Reporting and Dissemination**

June 29, 2011 4:00 pm – 5:30 pm ET

June 30, 2011 11:00 – 12:30 pm ET

- **Student Engagement**

July 13, 2011 4:00 pm – 5:30 pm ET

July 14, 2011 11:00 – 12:30 pm ET

- **Substance Abuse Prevention**

August 24, 2011 4:00 pm – 5:30 pm ET

August 25, 2011 11:00 – 12:30 pm ET

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